

## Strand 3: Comprehending Informational Text (Kindergarten)

Expository Text	Kindergarten
1. Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text, providing evidence from the text to support understanding.	<p>PO 1. Identify the purpose for reading expository text.</p> <p>PO 2. Restate facts from listening to expository text.</p> <p>PO 3. Respond appropriately to questions based on facts in expository text, heard or read.</p>

## Strand 3: Comprehending Informational Text (Grades 1-3)

Expository Text	Grade One	Grade Two	Grade Three
1. Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text, providing evidence from the text to support understanding.	<p>PO 1. Identify the topic of expository text, heard or read.</p> <p>PO 2. Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p> <p>PO 3. Identify organizational features (e.g., title, table of contents, heading, bold print) of expository text.</p>	<p>PO 1. Identify the main idea in expository text.</p> <p>PO 2. Locate facts in response to questions about expository text.</p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, index) in expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></p>	<p>PO 1. Identify the main idea and supporting details in expository text.</p> <p><i>PO 2. Locate facts in response to questions about expository text.</i></p> <p>PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, italics, key words, glossary, indices) in expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. <u>(Connected to Research Strand in Writing)</u></p>

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## Strand 3: Comprehending Informational Text (Grades 4-5)

Expository Text	Grade Four	Grade Five
1. Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text, providing evidence from the text to support understanding.	<p><i>PO 1. Identify the main idea and supporting details in expository text.</i></p> <p>PO 2. Distinguish fact from opinion in expository text.</p> <p>PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p> <p>PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, key words, glossaries, indices, topic sentences, concluding sentences) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-Rom, website) needed for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p> <p><i>PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)</i></p> <p>PO 7. Distinguish cause from effect.</p> <p>PO 8. Draw valid conclusions based on information gathered from expository text.</p>	<p><i>PO 1. Identify the main idea and supporting details in expository text.</i></p> <p>PO 2. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p><i>PO 3. Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</i></p> <p><i>PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, topic sentences, concluding sentences, key words, glossaries, indices, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</i></p> <p>PO 5. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-Rom, website) for a specific purpose. <u>(Connected to Research Strand in Writing)</u></p> <p><i>PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)</i></p> <p>PO 7. Identify cause and effect relationships (stated and implied) (e.g., if/then, because/then).</p> <p><i>PO 8. Draw valid conclusions based on information gathered from expository text.</i></p> <p>PO 9. Compare (and contrast) elements in reading selections about the same topic.</p>

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## Strand 3: Comprehending Informational Text (Grades 6-8)

Expository Text	Grade Six	Grade Seven	Grade Eight
1. Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text, providing evidence from the text to support understanding.	<p>PO 1. Restate the stated or implied main idea (explicit or implicit) and supporting details in expository text.</p> <p>PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</p> <p><i>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</i></p> <p>PO 4. Identify the author's stated or implied purpose(s) for writing expository text.</p> <p>PO 5. Locate specific information by using organizational features (i.e., table of contents, headings, chapter titles, captions, bold print, italics, guide words, glossaries, indices, topic sentences, concluding sentences,) in expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p><i>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-Rom, website) for a specific purpose. (Connected to Research Strand in Writing)</i></p> <p>PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p>PO 8. Identify the organizational structures</p>	<p>PO 1. <i>Restate the stated or implied main idea (explicit or implicit) and supporting details in expository text.</i></p> <p>PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</p> <p>PO 3. <i>Distinguish fact from opinion in expository text, providing supporting evidence from text.</i></p> <p>PO 4. <i>Identify the author's stated or implied purpose(s) for writing expository text.</i></p> <p>PO 5. Locate specific information using organizational features (i.e., table of contents, headings, chapter titles, captions, bold print, italics, guide words, glossaries, indices, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (<u>Connected to Research Strand in Writing</u>)</p> <p><i>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-Rom, website) for a specific purpose. (Connected to Research Strand in Writing)</i></p> <p>PO 7. Differentiate between primary and secondary source material. (<u>Connected to Research Strand in Writing</u>)</p>	<p>PO 1. <i>Restate the stated or implied main idea (explicit or implicit) and supporting details in expository text.</i></p> <p><i>PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.</i></p> <p>PO 3. <i>Distinguish fact from opinion in expository text, providing supporting evidence from text.</i></p> <p>PO 4. <i>Identify the author's stated or implied purpose(s) for writing expository text.</i></p> <p><i>PO 5. Locate specific information using organizational features (i.e., table of contents, headings, chapter titles, captions, bold print, italics, guide words, glossaries, indices, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)</i></p> <p><i>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-Rom, website) for a specific purpose. (Connected to Research Strand in Writing)</i></p> <p><i>PO 7. Differentiate between primary and secondary source materials. (Connected to Research Strand in Writing)</i></p>

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	<p>(e.g. chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid interpretation.</p> <p><i>PO 9. Draw valid conclusions about expository text, supported by text evidence.</i></p> <p><i>PO 10. Interpret the central ideas (stated or implied) in expository text.</i></p>	<p><i>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</i></p> <p><i>PO 9. Use organizational structures (e.g. chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid interpretation.</i></p> <p><i>PO 10. Make relevant inferences about expository text, supported by text evidence.</i></p> <p><i>PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</i></p> <p><i>PO 12. Explain how authors use the elements (e.g., language choice, organization) of expository text to achieve their purposes.</i></p>	<p><i>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</i></p> <p><i>PO 9. Use organizational structures (e.g. chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid interpretation.</i></p> <p><i>PO 10. Make relevant inferences about expository text, supported by text evidence.</i></p> <p><i>PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</i></p> <p><i>PO 12. Explain how authors use the elements (e.g., language choice, organization) of expository text to achieve their purposes.</i></p>
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## Strand 3: Comprehending Informational Text (Grades 9-10)

Expository Text	Grade Nine	Grade Ten
1. Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text, providing evidence from the text to support understanding.	<p>PO 1. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</p> <p>PO 2. Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.</p> <p>PO 3. Locate specific information, using organizational features (i.e., table of contents, headings, chapter titles, captions, bold print, italics, guide words, glossaries, indices, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information, making charts, conceptual maps, learning logs, and/or timelines. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 5. Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 6. Use knowledge of modes of expository writing (e.g. chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</p> <p>PO 7. Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).</p> <p>PO 8. Support conclusions drawn from ideas and concepts in expository text.</p>	<p>PO 1. <i>Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</i></p> <p>PO 2. Distinguish supported inferences from unsupported inferences in expository selections such as editorials, newspaper articles, essays, reviews, and critiques.</p> <p>PO 3. <i>Locate specific information, using organizational features (i.e., table of contents, headings, chapter titles, captions, bold print, italics, guide words, glossaries, indices, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. <u>(Connected to Research Strand in Writing)</u></i></p> <p>PO 4. Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information for a research document or other assigned tasks. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 5. <i>Interpret graphic sources of information (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) to support ideas. <u>(Connected to Research Strand in Writing)</u></i></p> <p>PO 6. <i>Use knowledge of modes of expository writing (e.g. chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes, sequence-time order, problem-solution, analogy, definition, narrative) to interpret text.</i></p> <p>PO 7. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p>PO 8. <i>Support conclusions drawn from ideas and concepts in expository text.</i></p>

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## Strand 3: Comprehending Informational Text (Grades 11-12)

Expository Text	Grade Eleven	Grade Twelve
1. Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text, providing evidence from the text to support understanding.	<p>PO 1. Critique the consistency and clarity of the text's purposes.</p> <p>PO 2. Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).</p> <p><i>PO 3. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</i></p> <p>PO 4. Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.</p>	<p>PO 1. Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.</p> <p>PO 2. Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.</p> <p>PO 3. Evaluate the evidence used to support the author's perspective contained within both primary and secondary expository sources. (<u>Connected to Research Strand in Writing</u>)</p> <p>PO 4. Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.</p> <p>PO 5. Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.</p>

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## Strand 3: Comprehending Informational Text (Kindergarten)

Functional Text	Kindergarten
2. Identify, analyze and apply knowledge of the purpose, structures, clarity and relevancy of functional text.	<p>PO 1. Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</p> <p>PO 2. Identify signs, symbols, labels, and captions in the environment.</p>

## Strand 3: Informational Text (Grades 1-3)

Functional Text	Grade One	Grade Two	Grade Three
2. Identify, analyze and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Follow a set of written multi-step directions with picture cues to assist.</p> <p>PO 2. Determine whether a specific task is complete by checking to make sure all the steps were followed in the right order, with picture cues to assist.</p> <p>PO 3. State the meaning of specific signs (e.g. traffic, safety, warning signs).</p>	<p>PO 1. Follow a set of written multi-step directions.</p> <p>PO 2. Determine whether a specific task is complete by checking to make sure all the steps were followed in the right order.</p> <p>PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).</p>	<p>PO 1. <i>Follow a set of written multi-step directions.</i></p> <p>PO 2. Provide multi-step directions.</p> <p>PO 3. Evaluate written directions for sequence and completeness.</p> <p>PO 4. Interpret information of functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.</p>

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## Strand 3: Comprehending Informational Text (Grades 4-5)

Functional Text	Grade Four	Grade Five
2. Identify, analyze and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Locate specific information from functional text (e.g., directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</p>	<p><i>PO 1. Locate specific information from functional text (e.g., directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</i></p> <p><i>PO 2. Interpret details functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</i></p>

## Strand 3: Comprehending Informational Text (Grades 6-8)

Functional Text	Grade Six	Grade Seven	Grade Eight
2. Identify, analyze and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Carry out a procedure (e.g., math word problem or procedure, scientific experiments, or procedures) in sequential order.</p> <p>PO 2. Identify the components (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.</p> <p><i>PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</i></p>	<p><i>PO 1. Carry out a procedure (e.g., math word problem or procedure, scientific experiments, or procedures) in sequential order.</i></p> <p>PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.</p> <p>PO 3. Interpret details from functional text (e.g. warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose.</p>	<p>PO 1. Use information from text, illustrations, and schematic diagrams to clarify a sequence of activities needed to carry out a procedure.</p> <p>PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.</p> <p><i>PO 3. Interpret details from functional text (e.g. warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose.</i></p> <p>PO 4. Evaluate the adequacy of details and facts from functional text as it relates to a specific purpose.</p>

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## Strand 3: Comprehending Informational Text (Grades 9-10)

Functional Text	Grade Nine	Grade Ten
2. Identify, analyze and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, and schematic diagrams) to solve a problem.</p> <p>PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, and schematic diagrams) to draw conclusions.</p> <p>PO 3. Identify the objective(s) of functional text (e.g., consumer publications, technical manuals).</p>	<p><i>PO 1. Synthesize information from multiple sources (e.g., texts, maps, illustrations, and schematic diagrams) to solve a problem.</i></p> <p><i>PO 2. Synthesize information from multiple sources (e.g., texts, maps, illustrations, and schematic diagrams) to draw conclusions.</i></p> <p>PO 3. Analyze the effectiveness of functional text (e.g., consumer publications, technical manuals) to achieve its stated purpose(s).</p>

## Strand 3: Comprehending Informational Text (Grades 11-12)

Functional Text	Grade Eleven	Grade Twelve
2. Identify, analyze and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	<p>PO 1. Analyze the structures of functional text (e.g., their format, graphics and headers) to determine how authors use these features to achieve their purposes.</p>	<p>PO 1. Evaluate the logic within functional text.</p> <p>PO 2. Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax and word choice influence the clarity and understandability of functional text.</p>

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## Strand 3: Comprehending Informational Text (Grades 1-3)

Persuasive Text	Grade One	Grade Two	Grade Three
3. Explain basic elements of argument in text and their relationship to the author's <b>purpose</b> and use of persuasive strategies.			<p>PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).</p> <p>PO 2. Identify persuasive vocabulary (e.g., loaded words, emotional words) used to influence readers' perspectives.</p>

## Strand 3: Comprehending Informational Text (Grades 4-5)

Persuasive Text	Grade Four	Grade Five
3. Explain basic elements of argument in text and their relationship to the author's <b>purpose</b> and use of persuasive strategies.	<p>PO 1. Determine the author's position regarding a particular idea, subject, concept, or object.</p> <p>PO 2. Identify persuasive vocabulary (e.g., loaded words, exaggeration, emotional words) used to influence readers' opinions.</p>	<p>PO 1. Determine an author's position regarding a particular idea, subject, concept, or object, providing supporting evidence from the text.</p> <p>PO 2. Identify the intended effect of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence readers' opinions.</p> <p>PO 3. Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition, testimonial, transfer) that the author uses to influence readers' perspectives.</p>

## Strand 3: Comprehending Informational Text (Grades 6-8)

Persuasive Text	Grade Six	Grade Seven	Grade Eight
3. Explain basic elements of argument in text and their relationship to the author's <b>purpose</b> and use of persuasive strategies.	<p>PO 1. Determine the author's specific purpose for writing the persuasive text.</p> <p>PO 2. Identify the facts and details that support the author's <b>argument</b> regarding a particular idea, subject, concept, or object.</p> <p>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p>	<p><i>PO 1. Determine the author's specific purpose for writing the persuasive text.</i></p> <p><i>PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</i></p> <p><i>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</i></p>	<p><i>PO 1. Determine the author's specific purpose for writing the persuasive text.</i></p> <p>PO 2. Evaluate the effectiveness of the facts and details (e.g., facts, illustrations, anecdotes, quotations and imagery) used to support an author's argument regarding a particular idea, subject, concept, or object.</p> <p><i>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</i></p> <p>PO 4. Identify specific instances of bias in persuasive text.</p>

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## Strand 3: Comprehending Informational Text (Grades 9-10)

Persuasive Text	Grade Nine	Grade Ten
3. Explain basic elements of argument in text and their relationship to the author's <b>purpose</b> and use of persuasive strategies.	<p>PO 1. Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) of persuasive text.</p> <p>PO 2. Evaluate the appropriateness of an author's word choice for an intended audience.</p> <p>PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning, false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text.</p>	<p>PO 1. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) of persuasive text.</p> <p>PO 2. Describe how persuasive techniques (e.g., repetition, sentence variety, understatement, overstatement) contribute to the power of persuasive text.</p> <p><i>PO 3. Identify unsupported inferences or fallacious reasoning (e.g., circular reasoning false causality, over-generalization, over-simplification, self-contradiction) in the arguments advanced in persuasive text..</i></p>

## Strand 3: Comprehending Informational Text (Grades 11-12)

Persuasive Text	Grade Eleven	Grade Twelve
3. Explain basic elements of argument in text and their relationship to the author's <b>purpose</b> and use of persuasive strategies.	<p>PO 1. Analyze the power, validity, and truthfulness of the arguments advanced in persuasive text.</p> <p>PO 2. Evaluate the arguments an author uses in a document to refute opposing arguments and address reader concerns.</p> <p>PO 3. Identify common logical fallacies in arguments (e.g., <b><i>ad hominem</i></b> remarks, <b><i>strawmen</i></b> arguments, <b><i>red herrings</i></b>, <b><i>nonsequitor</i></b>, <b><i>equivocation</i></b>).</p>	<p>PO 1. Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.</p> <p>PO 2. Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.</p> <p>PO 3. <b><i>Identify common logical fallacies in arguments (e.g., ad hominem remarks, strawmen arguments, red herrings, nonsequitor, equivocation).</i></b></p> <p>PO 4. Evaluate persuasive sources for adherence to ethics.</p>

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